

Get involved:

Contact your legislators

Legislative Hotline: 1-800-562-6000 (interpreter services available in many languages)

Locate your district's legislators and his/her contact information: <http://app.leg.wa.gov/DistrictFinder/>

State Ethnic Commissions

Commission on Asian Pacific American Affairs
(360) 725-5667
capaa@capaa.wa.gov

Commission on Hispanic Affairs
(360) 725-5661
Hispanic@cha.wa.gov

Commission on African American Affairs
(360) 725-5664

Governor's Office of Indian Affairs
(360) 902-8825
Mystique.Hurtado@goia.wa.gov

Office of Superintendent of Public Instruction

For questions or comments: (360) 725-6000

Office of the Education Ombuds

To resolve issues between your student and the K-12 public education system: 1-866-297-2597

Phone interpreter services: (206) 748-5613

Contact Members of the EOGOAC

Stacy Gillett
Office of the Education Ombuds (OEO)

Sally Brownfield
Tribal Nations, Governor's Office of Indian Affairs

Fiasili Savusa
Commission on Asian Pacific American Affairs
(Pacific American)

Frieda Takamura
Commission on Asian Pacific American Affairs
(Asian American)

Representative Lillian Ortiz-Self
House of Representatives, Appointed by the Speaker
of the House

Wanda Billingsly
Commission on African American Affairs

Raquel Ferrell Crowley
Commission on Hispanic Affairs

Superintendent Randy Dorn
Office of Superintendent of Public Instruction

Representative Kevin Parker
House of Representatives, Education Committee-
appointee for Ranking Minority Member

Senator John McCoy
Senate, Appointee for Ranking Minority Member

Representative Sharon Tomiko Santos,
House of Representatives,
Education Committee Chair

Senator Steve Hobbs
Senate, Appointed by the President of the Senate

Senator Steve Litzow,
Senate Early Learning and K-12 Education—Ranking
Minority Member

Committee Co-Chairs: Representative Sharon Tomiko
Santos, Senator Steve Litzow, Frieda Takamura



CLOSING THE OPPORTUNITY GAPS IN WASH- INGTON STATE

**Educational Opportunity Gap
Oversight and Accountability
Committee (EOGOAC)**

What are the opportunity gaps?

Opportunity gaps result when students do not have access to quality education, services and resources they need to succeed in school.

Washington schools struggle to close these gaps, as apparent when students of color continue to have less academic success when compared to their white peers.

The education system needs to improve.

Washington Students:

In 2013, over one million students enrolled in Washington public schools. Of these students:

- 41% are students of color
- 46.1% receive Free/Reduced Price Lunch
- 9% are English Language Learners (ELL)
- 202 different languages were spoken by students served by the Transitional Bilingual Instructional Program.

Language	Students	Language	Students
Spanish	70,174	Samoan	753
Russian	4,573	Japanese	578
Vietnamese	4,090	Nepali	560
Somali	2,750	Hindi	395
Chinese*	2,185	Tigrinya	387
Ukrainian	1,999	Mixteco	355
Arabic	1,562	Rumanian	339
Korean	1,531	Swahili	301
Tagalog	1,509	French	300
Marshallese	1,098	Karen	298
Punjabi	1,001	Lao	292
Cambodian	888	Chuuk	279
Amharic	753		

What is the role of the EOGOAC?

Authorized by RCW 28A.300.136, the Education Opportunity Gap Oversight and Accountability Committee (EOGOAC) makes policy recommendations for closing opportunity gaps in Washington public schools.

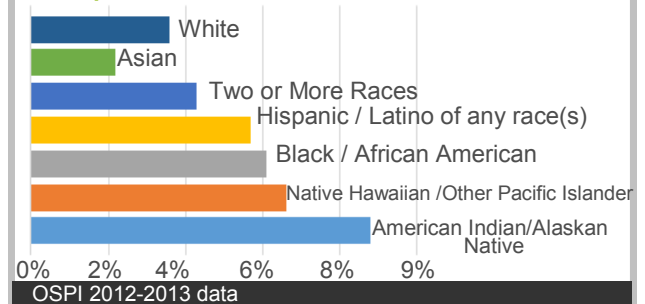
EOGOAC's 2014 Legislative Recommendations:

- Reduce the length of time students of color are excluded from school due to suspensions and expulsions and provide student support for reengagement plans
- Enhance the cultural competence of current and future educators and classified staff
- Endorse all educators in English Language Learner/Second Language Acquisition
- Transitional Bilingual Instructional Program Accountability for Instructional Services Provided to English Language Learner Students
- Analyze the opportunity gap through deeper disaggregation of student demographic data
- Invest in the recruitment and retention of educators of color.

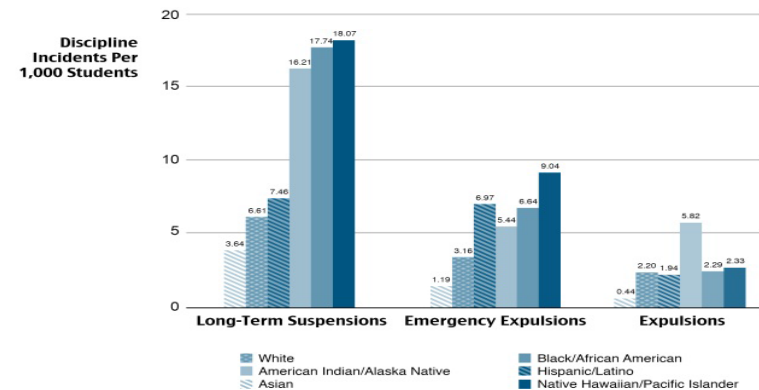
What are the issues?

Due to inequities in the education system, students of color, low-income students, and English language learners tend to perform lower on standardized tests, have higher drop-out rates, face higher rates of disciplinary issues, and have lower rates of attending higher education.

Drop Out Rates



Race/Ethnicity Information by Type of Discipline



Data for this analysis is based on responses to the Appleseed report team's public record request from 177 school districts. Though information was requested from all 295 school districts in the state, not all districts could provide the information requested. Numbers are based on the 2009-2010 enrollment for each demographic group versus the number of discipline incidents for that same group.

*It is important to note the significance of disaggregated data in providing clearer understanding of opportunity gaps amongst different ethnic sub-groups within larger race categories. Currently, there is a lack of sufficient disaggregated data.

All students deserve equitable access to quality education and services no matter their cultural, economic, and/or linguistic traits.